



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **July 1, 2019 – August 31, 2020**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Edgewood ISD** CDN **015905** Vendor ID **1-74-60031-22** ESC **20** DUNS **010541092**
Address **5358 West Commerce Street** City **San Antonio** ZIP **78237** Phone **210-444-4500**
Primary Contact **Phillip Chavez** Email **phillip.chavez@eisd.net** Phone **210-444-8101**
Secondary Contact **Dr. Kendahl Owoh** Email **kendahl.owoh@eisd.net** Phone **210-444-8127**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Eduardo Hernandez** Title **Superintendent of Schools**

Email **Eduardo.hernandez@eisd.net** Phone **210-444-4520**

Signature  Date **04/25/2019**

Grant Writer Name **Phillip Chavez** Signature  Date **04/25/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Over 97% of Gardendale children are categorized as Latino and Economically Disadvantaged. Although currently meeting standards, Gardendale has a history of under-performance and was rated "Improvement Needed" in 2014 and 2016.	By providing instructional staff with 100 hours annually of intensive, job-embedded professional development, the Gardendale Pre-K 4 SA Early Learning Program will improve the quality and consistency of instruction as measure by the Classroom Assessment Scoring System (CLASS)
Only 58% of students at Gardendale kindergarten through 2nd grade students meet literacy standards as demonstrated by end-of-year iStation assessment.	By replicating Pre-K 4 SA's approach to early literacy and math development, including using Teaching Strategies GOLD authentic assessment, 70% of Gardendale children will meet grade level literacy and mathematics standards as measured by the Woodcock-Johnson Tests of Achievement.
Only 39% of the kindergarten students at Gardendale met the 2018-19 TSDS Early Childhood Assessment Summary for Kindergarten Readiness.	By replicating Pre-K 4 SA's approach to high-quality early learning, including HighScope in Pre-K, 80% of children who attend Pre-K at Gardendale will be kinder-ready as measured by the Early Development Instrument (EDI).

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By Spring 2020, 70% of children who attend Pre-K or K at the Gardendale Pre-K 4 SA Early Learning Program will meet grade level literacy standards as measured by the Woodcock-Johnson Letter-Word subtest which is individually administered by a trained assessor and independently analyzed by an external evaluator. (See Attachment 5- SMART Goal & Question 5)

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Benchmark 1: By November 1, 50% of children in the Gardendale Pre-K 4 SA Early Learning Program Pre-K and K classrooms will meet age-appropriate standards of literacy development as measured by Teaching Strategies GOLD.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By February 1, 60% of children in the Gardendale Pre-K 4 SA Early Learning Program Pre-K and K classrooms will meet age-appropriate standards of literacy development as measured by Teaching Strategies GOLD.

Third-Quarter Benchmark

Benchmark 3: By May 1, 70% of children in the Gardendale Pre-K 4 SA Early Learning Program Pre-K and K classrooms will meet age-appropriate standards of literacy development as measured by Teaching Strategies GOLD.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Pre-K 4 SA adheres to the philosophy that student outcomes are a closely tied to instructional quality. Pre-K 4 SA believes every child is entitled to quality instruction, regardless of an individual teacher's ability to deliver that instruction. For this reason, Pre-K 4 SA closely monitors both teacher quality data and student outcome data. Adjustments are made as soon as either teacher quality or student outcome data are not in alignment with expectations. Those adjustments may include providing more direct guidance and support to teachers to ensure children receive high-quality instruction and more focused and individualized support for individual children to increase the pace of growth.

To support teachers in delivering high-quality instruction and ensure strong student outcomes, all instructional staff will receive coaching and feedback at least weekly. Coaching may occur in formats such as workshops, demonstration lessons, collaborative teaching, and peer observation. Feedback on instructional performance will be provided using a variety of tools including formal and informal classroom observations, classroom walk-throughs, analysis of classroom video, and assessment instruments and checklists (e.g., Program Quality Assessment (PQA), Program Checklists, etc), and critical reflections. Feedback may be given verbally or in writing. The form and frequency of coaching is tailored to meet individual teacher needs and goals. Support for instructional staff is provided by the instructional leadership team. The instructional leadership is responsible for setting clear goals, managing curriculum, monitoring daily lesson plans, monitoring student outcome data, and allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction leading to expected student outcomes is the top priority for the instructional leadership team. The instructional leadership team is committed to the core business of teaching, learning and knowledge. The instructional leadership team meets on a weekly to review collective work and adjust the approach to ensure instructional staff and children are adequately supported.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Edgewood ISD is the authorizing entity, but Pre-K 4 SA's Board of Directors is the governing body in charge of managing the Gardendale Pre-K 4 SA Early Learning Program.

Pre-K 4 SA has sole authority over the program's academic curriculum and instructional program. Edgewood ISD (EISD) remains employer of staff, but the partner has sole authority to hire or terminate employees. Pre-K 4 SA has final authority to select, reassign at the school, or request removal of employees. This role includes management of school's Principal, Assistant Principal, and other administrators. Pre-K 4 SA will also manage the school's teachers, teacher assistants, para-professionals, curriculum specialists, program coordinators, and any other academic instruction role.

EISD is responsible for all non-academic and non-curriculum staff and personnel and responsibilities which include maintenance, special education, special service screening, record keeping, transportation, health care, food services, substitute teachers, and other miscellaneous needs.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The Performance Consequences are outlined in Addendum A-5 of the EISD and Pre-K 4 SA Performance Contract. (See Attachment 2). If the Gardendale Pre-K 4 SA Early Learning Program is placed in one of the lowest two categories of school improvement for two (2) or more consecutive years in which it is operated by Pre-K 4 SA, then the district may terminate this Agreement. The District may also terminate the Agreement if Pre-K 4 SA does not comply with the program requirements of TEC §§ 29.1532, 29.154 and the Student Outcome goals specified in Addendum A-3, after the second year of School operation under this Agreement. Termination under this paragraph shall be effective at the end of the then current school year so long as written notice of such termination is provided no later than thirty (30) days after receipt of the Commissioner of Education's academic ratings or the determination of student outcome goals by the District. The District may terminate the Agreement if PK4SA does not maintain the Financial Performance Goals established in Addendum A-4 of the Performance Agreement. (See Attachment 6: Extended Responses)

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Article IX, Responsibilities, Section 9.01, Pre-K 4S A Responsibilities of the performance contract states, "The OP shall have the sole authority over matters involving academic curriculum and the instructional program (except for Special Education as detailed in Paragraph 9.02.2). OP shall have final authority to select, reassign at the School, or request removal by the District of District employees. Notwithstanding the foregoing, the District shall remain the employer of all current District employees who may be selected to work at the School by OP. OP shall have sole authority to hire or terminate OP's employees. OP must employ at least one employee at the School." Section 10.03, Chief Executive Officer ("CEO"), states, "The Chief Administrator of the School shall be OP's CEO. The CEO shall oversee the School's day-to-day operations. The CEO shall be assigned to record, prepare, disseminate, and maintain meeting minutes. The School's overall educational framework, mission, budgetary approval, and policies shall be developed and adopted by OP. (See Attachment 6: Extended Responses).

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

EISD consulted with campus personnel regarding provisions to be included in this Agreement. At the District's consultation, campus personnel was able to ask questions and receive information. The District also informed campus personnel of the opportunity to apply for an "assignment" at the Gardendale Pre-K 4 SA Early Learning Program and campus personnel understood that all assignments shall be determined by Pre-K 4 SA and EISD collaboratively.

Pre-K 4 SA will continue to work with Edgewood ISD to ensure that staff and families of the school are consulted and notified of updates to the Early Learning Program. To begin the transition, Pre-K 4 SA and Edgewood ISD collaborated to host informational sessions for teaching staff and Discovery Nights for families to learn more about the opportunity. Informational sessions for staff were held by Dr. Baray, EISD Superintendent Hernandez, and Principal Willmann on February 21 and February 25, 2019. An open invitation for Gardendale parents was extended for Discovery Night on January 25, 2019 and three additional sessions held on March 4, 2019. Dr. Baray and Principal Willmann collaboratively facilitated informational sessions with support staff. Dr. Hernandez was also in attendance. Families had the opportunity to tour facilities, learn about curriculum and philosophy, and ask questions.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

In order to create a model Pre-K through 2nd grade program in the Gardendale Pre-K 4 SA Early Learning Program, Pre-K 4 SA will provide facility improvements and purchase materials and services to match the components of the existing Pre-K 4 SA Education Centers. These improvements include:

Retrofitting classrooms with observation windows to allow the school to serve as a demonstration site without disrupting instruction; Purchasing furniture and materials to support full implementation of the HighScope approach
Purchasing equipment to support the delivery of family style meals to support health and wellness and maximize instructional time
Developing outdoor learning environments to support implementation of a Pre-K 4 SA curricular innovation
Creating a family resource center in a currently unused building on the campus.

This grant will also support a comprehensive assessment of the program's affect on literacy, mathematics, and executive function using developmentally appropriate, standardized instruments to directly measure student outcomes. These instruments include the Woodcock-Johnson Tests of Achievement and the Pencil Tap or similar measure of executive function. A matched control group and family survey will be utilized to contextualize the results. (Attachment 5 - SMART Goals & Question 5)

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Pre-K 4 SA believes in the importance of supporting families in order to help children have a successful learning foundation in our program. The Pre-K 4 SA Family Engagement Team consists of an Assistant Director, a Family Program Coordinator, a Family Specialist and four Parent Liaisons who work as a team to engage families in leadership, education, and advocacy. The team also collaborates closely with teachers, administrators, and staff to achieve the best outcomes for families. The Family Engagement Team's core mission is to unlock family funds of knowledge, engage families in school leadership and advocacy, and build on families' unique strengths and abilities.

Family Engagement for the Gardendale Pre-K 4 SA Early Learning Program will begin with a comprehensive planning process that engages Gardendale families in envisioning the design of a family center and associated programming. This planning process will also engage members of the community who have expressed interest in supporting the model program at Gardendale. These community members include, but are not limited to, representatives of City Council District 5, the Madonna Neighborhood Center, and the Doseum.

Family communication, communication with parents and guardians, dual commitment to collaboration, and parent conferences are explained in more detail in (Attachment 7).

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Edgewood ISD will provide necessary transportation to and from the school, school related activities, and a regular transportation route for all district students. Pre-K 4 SA is currently researching demand from interested families attending the Gardendale Pre-K 4 SA Early Learning Program next year to identify depots that would be convenient for families. The buses used for Gardendale are especially designed for young children and include bucket seats and seat belts for each child.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

No federal statutory or regulatory provisions will be waived or otherwise not apply to the school at this time. Information regarding requests for any future waivers can be found in X Section in Attachment 2 - Performance Agreement. The Edgewood ISD Policies that will apply to the Gardendale Pre-K 4 SA Early Learning Program can be found in Addendum A-2 in Attachment 2 - Performance Agreement.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

- a.) Backed by independent external research, Pre-K has a proven track record of providing instruction that leads to increased kindergarten readiness, better school attendance, and increased third grade reading levels. Pre-K 4 SA will replicate this proven approach, including highly-skilled early learning teachers, HighScope and Inquiry-based curriculum, authentic assessment, and family empowerment.
- b.) In the first year, 148 students will be served in 3 prekindergarten (60 children) and 4 kindergarten classrooms (88 children). Additional classrooms and grade levels will be added in subsequent years.
- c.) HighScope contains 52 Key Performance Indicators that are aligned to the Texas PK Guidelines and Texas Essential Knowledge and Skills Standards. Each decision about the curriculum and instructional practice is made in light of what is developmentally and individually appropriate for the particular children being served. The following principles, which are based on classroom experience and extensive research into how young children learn, are fundamental to the Pre-K 4 SA approach to teaching and learning: integrated curriculum, intentional learning environments, active learning, and daily routine. Information regarding the HighScope Crosswalk and HighScope KPI alignment are on pages 39-94 of Attachment 2B - Local Campus Application. The High Scope Summary is listed in Attachment 8.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Section 10.05, Enrollment Policies states, "Prekindergarten students who meet the requirements of TEC § 29.153 shall be eligible for free enrollment in the School. The following applies: 10.05.1 OP is prohibited from discriminatory admission, suspension, or expulsion of a student on the basis of a student's national origin, ethnicity, race, religion, disability, gender, or academic achievement. 9.02.2 Special Education : The District shall have authority to operate, maintain, oversee, and intervene in the School's Special Education program, which the District shall comply with in accordance with State and Federal laws, including but not limited to the IDEA and Section 504. The District shall retain final say in Special Education matters (See attachment 6: Extended Responses).

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Pre-K 4 SA is a transparent non-profit organization and regularly provides its annual audit and annual report (when prepared) upon request. For the purposes of this program and to ensure transparency of the program, Pre-K 4 SA will publish its annual audit and annual report on its website and will continue to make it available upon request. A page will be created on the Pre-K 4 SA's website that provides the public information regarding the program and the approved annual budget will be published with the web page.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

According to the following section in the Performance Contract in Attachment 2 (page 33), 9.02.4 Record Keeping : The District shall appoint and employ the personnel responsible for maintaining necessary records, which shall include, but not be limited to, student attendance, and State and Federal funds accounting. Section 15.01 Records Management System (pages 16-17) states, the District shall maintain a records management system that conforms to the system required of school district under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of this Agreement.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

According to the following section in the Performance Contract in Attachment 2 (page 15), 14.05 Distribution of Funding Allocation: Payments of the funding allocation set forth above shall be made in quarterly installments on the 15th day of the quarter's month during the term, commencing on September 15, 2019 and be shall be paid directly to OP. Payments shall be issued on an average monthly basis, based initially on a projected first-year enrollment of 148 students at an estimated 95.3% attendance rate; an estimated 17.48% Limited English Proficient ("LEP") students; and an estimated 92.48% economically disadvantaged students, over 11 equal periods, provided that the 11th payment may be withheld by the District to allow for any required adjustments for the reasons stated below. The estimated weights will be adjusted to actual weights for purposes of determining the compensation hereunder and the amount of the 11th month payment.

14.09 Federal and State Grants. (See Attachment 5: Extended Responses)

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
District-Authorized	60	88													148	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	15	Total Parents	148	Total Families	148	Total Campuses										1

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
District-Authorized	80	88	88												256	
Total Staff	19	Total Parents	256	Total Families	256	Total Campuses										1

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
District-Authorized	60	88													148	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	15	Total Parents	148	Total Families	148	Total Campuses										1

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Edgewood ISD	Alonso S. Perales Elementary	15-905-106
2.	Edgewood ISD	L.B. Johnson Elementary	15-905-109
3.	Edgewood ISD	Winston Elementary	15-905-116
4.	Edgewood ISD	H.B. Gonzalez Elementary	15-905-117
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school

\$206,392

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$382,859

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$589,251

PAYROLL COSTS (6100)**BUDGET**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

GOLD, Woodcock Johnson, and Pencil Tap Assessments	\$107,368
CLASS for teacher and classroom assessments	\$49,024
External analysis on assessments	\$100,000

SUPPLIES AND MATERIALS (6300)

Family style meal supplies	\$39,466
Outdoor learning materials and supplies	\$25,000
Family room materials and supplies and observation windows	\$19,693

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

Outdoor learning capital improvement costs	\$110,000
Family room capital improvement costs	\$138,700

TOTAL BUDGET REQUEST \$589,251